

**Summary of the Research Project**  
**Srinakharinwirot University Research Grant**

**Name of the project :** Child Rearing Practices and Intellectual Development on Logical Thought of Pupils in Prathom Suksa II.

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Child Rearing Practices and Intellectual Development on Logical Thought of Pupils in Prathom Suksa II

This study is a subproject of a longitudinal study "Relationships among Child-Rearing Practices, Physical and Psychological Development".

The purposes of this study were, firstly, to examine relationships among 4 different emphases of child-rearing practices (those emphasizing the promotion of physical, social-emotional, intellectual or moral development of the preschool children) and intellectual development on logical thought in conservation of length, conservation of number and class inclusion of flowers and, secondly, to compare intellectual

development on such logical thought of those pupils differing in sex and receiving different amount of treatment in child-rearing practices toward intellectual development emphasis.

A total of 107 Prathom Suksa II pupils of the 1981 Academic Year at Srinakharinwirot Prasarnmit Primary Demonstration School were used as subjects of this study. They were divided into 57 boys and 50 girls.

Gathering of data were done at 2 different periods :

1. Two sets of questionnaires, one about the children family background and the other about the way they were brought up by their parents while being preschoolers were individually collected through interviewing at the time the children were brought to school for entrance examination of the 1979 Academic Year.

2. Piagetian tasks on logical thought in conservation and class inclusion of flowers were administered to the same pupils individually by the time they were studying in Prathom Suksa II. (ages ranged from 7 to 8 years)

In analyzing of data computer processing was utilized for all statistical analysis. The Pearson-Product Moment Correlation Coefficient was used in examining relationships among each emphasis of child-rearing practices, conservation of length, conservation of number, and class inclusion of flowers. Intellectual development on logical thought of the pupils were compared between boys and girls. Different amount of child-rearing practices emphasizing on each of the 4 different developmental phases (physical, social-emotional, intellectual, and moral development) were also studied to find out their relationship with the logical thought of each particular child. Results could be summarized as follows :

1. There was negative correlation between all of the four child-rearing practices emphases and intellectual development on logical thought in conservation of length, number and class inclusion of flowers.

2. In comparing intellectual development on logical thought of boys with girls who received different amount of treatment in child-rearing practices that emphasized on intellectual development it was found that there was no difference on logical thought between these two groups (boys and girls) in conservation of length, conservation of number and class inclusion of flowers.